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ABSTRACT

A study investigated the effectiveness of a program for improving the recreational reading habits of elementary students through the use of cross-age tutoring in critical reading strategies. The targeted population consisted of a kindergarten and a fourth-grade class in the growing upper-middle-class community of Geneva, Illinois, located approximately 40 miles west of Chicago. Analysis of the probable cause data revealed that students failed to use critical thinking with regard to text and had little opportunity for one-to-one instruction in the classroom. Surveys revealed that recreational reading was low on students' priority lists with competition from other activities such as television and video games. Solution strategies, suggested by the professional literature, combined with an analysis of the problem setting, resulted in the selection of cross-age tutoring in critical reading strategies. In addition, instruction in cooperative learning and related social skills was implemented. Data included initial surveys, checklists, journal and oral responses, graphic organizers, exit interviews, and exit surveys. Results indicated that: (1) most students felt good about choosing reading when they had free time at school; (2) cross-age tutoring provided another way for fourth graders to use their cooperative learning and reading strategies; (3) kindergarten teachers felt that the terminal objective of the action plan was successful; (4) positive growth in the recreational reading habits of kindergartners occurred; and (5) cross-age tutoring reinforced the cooperative learning and reading strategies modeled by the teacher. (Contains 18 references, and 4 tables and 18 figures of data. Appendixes present numerous survey instruments.) (RS)

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ED 386 690

IMPROVING RECREATIONAL READING HABITS OF ELEMENTARY STUDENTS

by

*Marline Krug
*Patricia Fordonski

Submitted in partial fulfillment of the requirements for the degree of Master's of Arts in Teaching and Leadership

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Action Research Project
Site: St. Charles, IL
Submitted: May 1, 1995

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CS012348

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Abstract

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Date: July 12, 1994

Title: Improving Recreational Reading Habits of Elementary Students

Abstract: This project describes a program for improving the recreational reading habits of elementary students through the use of cross-age tutoring in critical reading strategies. The targeted population consisted of a Kindergarten and a fourth grade class in a growing upper middle class community located approximately forty miles west of Chicago.

Analysis of the probable cause data revealed that students fail to use critical thinking with regard to text and have little opportunity for one-to-one instruction in the classroom. Surveys revealed that recreational reading is low on students' priority lists with competition from other activities such as watching television and playing video games.

Solution strategies, suggested by literature, combined with an analysis of the problem setting, resulted in the selection of cross-age tutoring in critical reading strategies. In addition, instruction in cooperative learning and related social skills were implemented.

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Chapter 1

PROBLEM STATEMENT AND COMMUNITY BACKGROUND

General Statement of Problem

The elementary students at Western Avenue School demonstrate negative attitudes toward recreational reading as evidenced by student survey, parent survey, teacher observation, interviews, and anecdotal records.

Immediate Problem Setting

Western Avenue School is part of Community Unit School District 304 in Geneva, Illinois and is one of three elementary schools in the district serving grades Kindergarten through Fifth. Five Hundred Thirty-three students with 42 full and part-time staff members make up the school population. One principal oversees the curriculum, assessment, building and ground maintenance, is an ambassador to parents and the community, and has the final authority with discipline problems. The faculty consists of 25 certified teachers, 23 women and 2 men, none of whom are minorities. Of the 25 faculty members, 19 are regular classroom teachers with an average teaching experience of 13 years, and 56 percent of the regular classroom teachers have earned Master's degrees.

The classroom teachers are responsible for a comprehensive curriculum which includes accelerated, standard, and modified inclusion programs. The academic programs include integrated language, hands-on science, mathematics, social studies, computer education, health, and teacher developed curriculum. The allied arts consist of music, art, and physical education. Students receive one hour of music, forty minutes of art, and one hour of physical education each week.

The 29 year old single story brick building consists of three sections each of Kindergarten, first grade, second grade, third grade, and fourth grade. There are four sections at the fifth grade level. The average class size is 29 students (Geneva CUSD 304, 1994).

The racial/ethnic enrollment at Western Avenue School is 96.8 percent white, 0.6 percent black, 0.8 percent Hispanic, 1.8 percent Asian/Pacific Islander, and 0.0 percent Native American. Only 0.3 percent of the students are eligible for bilingual education. No low income students are in attendance as stated in the Geneva Community Unit School District's (1994) report card for Western Avenue School.

The parents/guardians of 100 percent of the students made at least one contact with the students' teachers during the 1993-1994 school year and gave

gave parental support through extra curricular activities including Breakfast With Books, After School Enrichment, Book Fair, Fun Fair, monthly Market Days, skating parties, volunteer programs, Great Books, scouting programs, Pirate Publishing, Clothing Sales, and reading incentive programs.

The Surrounding Community

Western Avenue School is located on the west side of Geneva, Illinois, a town in the Fox Valley approximately 40 miles west of Chicago, Illinois. Although Geneva is somewhat landlocked, on the south by Batavia, on the north by St. Charles, and on the east by West Chicago, it has shown an influx of population to the west.

According to the census (1992), the population of Geneva is 14,660 people with the average household income of $57,986, with the median home value at $147,900. The racial/ethnic population of Geneva is 96.6 percent white, 1.0 percent black, 0.1 percent Native American, 0.9 percent Asian/Pacific Islander, and 1.2 percent other races.

As cited in the Missions, Goals, and Actions report (1993-94), the student population of Geneva Community Unit School District 304 is 3,523. Student enrollment has grown so much, with predictions for still more growth, that the community passed a referendum in 1992 to build a new school and

convert the existing middle school into an elementary school that has four sections of each grade level, thus replacing an existing elementary school that had two sections of each grade level. The older facility will not be in use, at least temporarily.

Regional and National Context of Problem

According to Leland and Fitzpatrick (1994) the amount of reading done in and out of the classroom is a reliable predictor of reading achievement, but many students avoid reading. They read only to meet the minimum requirements necessary to get through their assignments. Students who know how to read, yet choose not to, do not get the needed practice that students who read on a regular basis receive.

"Many teachers note that their students do not think very carefully about what they hear in classrooms or read in textbooks. In their oral and written work, students seldom show careful or creative thinking about the topic at hand. Moreover, testing by the National Assessment of Education Progress and other programs underwrites teachers' impressions that students do not think nearly as well as we would like" (Perkins & Swartz, 1992, pp. 53-54).

Barry K. Beyer is a professor at George Mason University and is a

renowned figure in the area of thinking skills. Professor Beyer (as cited in Alvino, 1990) defines thinking as "the mental process by which individuals make sense out of experience." (p. 41) Breyer and other theorists contend that there are certain traits that make students better thinkers. Ennis (as cited in Alvino, 1990), director of the Critical Thinking Project at the University of Illinois, lists some of the traits: "tolerance for ambiguity, respect for evidence, willingness to search for reasons and alternatives, willingness to withhold or reverse judgements based on facts, open-mindedness, and sensitivity to others." (p. 41)

According to Alvino (1990), "During the last decade, the accelerating drive for better thinkers has spawned a movement that's not unlike the broader push for education reform. Like the movement to restructure our schools, the thinking-skills movement represents a major reform--a reform of curriculum." (p. 40) To support this philosophy, Perkins of Harvard's Project Zero indicates, "Many subject matters have far too many topics, and students spend too much time on memorization... Instead, the curriculum should encourage active use of the mind--problem solving, inventing, and making connections" (as cited in Willis, 1993, p. 44).

Teachers try to develop the skills in their students that will allow them

to make predictions, look for implied meanings, encourage questioning, and think critically as they read. It is found that family history, family expectations, and home situations can hinder this kind of thinking. For example:

> --Students from families that value good marks above all (the drive toward a top college starts early) are under pressure to deliver correct answers to convergent questions. And the deck is stacked against the teacher who says, "Take a chance on an idea."
>
> --Students from families with a history of learning problems particularly in reading, may struggle so hard with the mechanics of reading that pace and content are overwhelming. Inference and interpretation are unattainable luxuries. But when reading is not involved, these same students may think very well--in class discussions, for example.
>
> --Students from families that don't take time for conversation and exchange of ideas are unpracticed in the basics of thinking. They need to be shown how to use words for explanation, defense, and extension of ideas, not to mention humor (Vail,

1990, p. 49).

Commeyras (1993) views education as being essential in preparing the next generation to be responsible citizens. In order to be a good citizen, one must read and think deeply about issues that will allow liberty and freedom to continue in a democratic society. Preparing students for this kind of responsibility calls for reading strategies and critical thinking instruction, but Commeyras (1993) notes that U.S. government reports (e.g., National Commission on Excellence in Education, 1983) indicate that students are not receiving enough of this instruction. Researchers have found that students, elementary through college levels, do not evaluate the truthfulness and coherence of the text they read. The need for critical thinking increases as citizens and consumers become even more bombarded with complex issues and conflicting information. Critical thinking will prepare the next generation to read and think carefully about complex moral, social, and political issues before them.

Providing instruction to develop critical thinking skills that become incorporated with critical reading strategies will increase a positive attitude toward reading done within the classroom and recreational reading done outside of the classroom. These skills will help students to find success in the

classroom in many areas of study. Whether students are reading textbooks, newspapers, resource materials that will help them prepare for special projects and presentations, or simply reading for entertainment, these skills will help them find success in the classroom and throughout their lives.

Chapter 2

PROBLEM EVIDENCE AND PROBABLE CAUSE

Problem Evidence

According to researchers (Anderson, Fielding, & Wilson, 1988) the amount of time that students spent reading as part of their out-of-school activities was a good predictor of reading achievement. Although the absolute amount of reading that students accomplished can not be determined, it may be as little as 8 - 12 minutes per day for the median child in the United States when all types of reading are included. The time spent drops to only 4 - 5 minutes a day when only books are used.

Greaney (1980) found that 920 intermediate school students devoted an average of only 5.4 percent of their leisure time to reading. Book reading, comic reading, and newspaper reading were the reading categories included in these findings. Greaney further states, "Leisure reading and in particular, book reading, requires a level of reading proficiency of the reader. ... It's reasonable to expect that the amount of leisure time spent reading is related to availability of reading material" (Greaney, 1980, pp. 340-341).

Additional studies have shown that the outside competition from

media, i.e. T.V., have "shortened attention spans and a decreased ability to process written information. ... Television, more than any other form of media, has been identified as a potential contributing factor in the decline in achievement test scores." (Williams, Haertel, Haertel, & Walberg, 1982, p. 20) Further more, it has been found that the limited availability of one-to-one instruction has contributed to lack of success and growth for students (Morgan, 1994). This limited availability is more critical as class sizes grow.

Research also supports the premise that successful strategic learning activities need to combine a combination of skill and will. The will is interpreted as the motivated attempt to meet a particular goal.

> "Children who try to please the teacher, to show off classmates, or to attain errorless performance while reading are all motivated toward certain ends. These are personal intentions that could all be pursued with identical knowledge of the reading task and thus more 'willful' than 'skillful'. Cognitive psychologists have often been loathe to consider motivational aspects of learning as anything more than incentives that energize a system. Social and educational psychologists, though, have shown how expectations, aspirations, values, and beliefs can establish goals

and direct the agents' behavior" (Paris, Lipson, & Wixson, 1983, pp. 304-305).

Incentive based programs have been implemented at Western Avenue School in an effort to increase out-of-school reading activities. These programs include: "Breakfast With Books" which is a before-school reading activity where students discuss books while sharing a muffin and juice; "Great Books", a lunchtime book discussion group; an annual PTO sponsored reading contest in which individual classrooms earn money to buy books; and, the "Read to Succeed" reading contest in which each child can earn free admission to Six Flags Great America. These are examples of isolated activities that occur during the school year.

Probable Cause

Information to support probable cause data was gathered from two targeted settings. A total of 58 targeted fourth grade and Kindergarten students completed an elementary reading attitude survey developed by Kear and McKenna (1990) (Appendix H) which is shown in Table 1.

The targeted fourth grade and Kindergarten students were asked to complete the questions in Table 1, using a cartoon character whose expressions matched each of the possible responses. The fourth grade

students completed the attitude questionnaire individually, whereas the Kindergarten students had the questions read to them individually by a Kindergarten assistant. The Kindergarten assistant marked the students' responses on the questionnaire. The responses were ranked numerically, four to one, with four representing the most positive response ("happy") and one representing the most negative response ("upset").

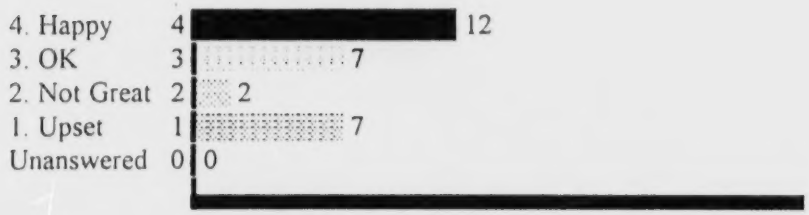
Table 1

Reading Attitude Survey-Kindergarten/Fourth Grade
1994-1995

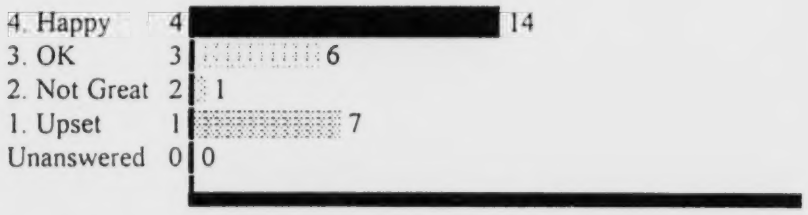
1. How do you feel when you read a book on a rainy Saturday?
2. How do you feel when you read a book in school during free time?
3. How do you feel about reading for fun at home?
4. How do you feel about getting a book for a present?
5. How do you feel about spending free time reading?
6. How do you feel about starting a new book?
7. How do you feel about reading during summer vacation?
8. How do you feel about reading instead of playing?
9. How do you feel about going to a bookstore?
10. How do you feel about reading different kinds of books?

The results of the initial surveys done in September, 1994, can be found in Figure 1 and Figure 2.

QUESTION NO. 1 : How do you feel when you read a book on a rainy Saturday.



QUESTION NO. 2 : How do you feel when you read a book in school during free time.



QUESTION NO. 3 : How do you feel about reading for fun at home.

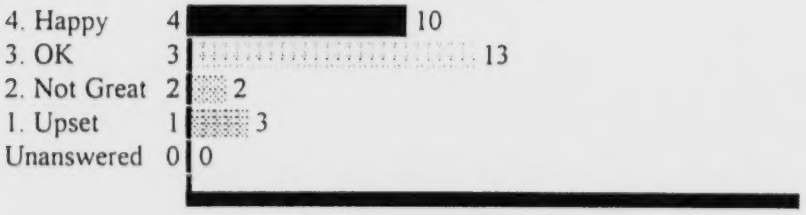
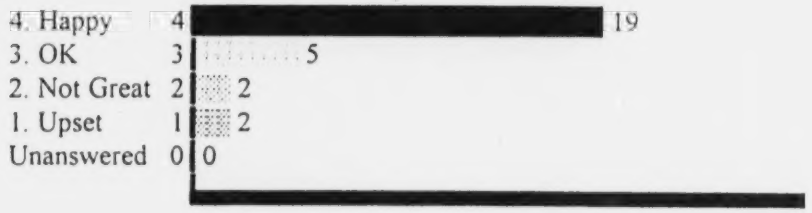


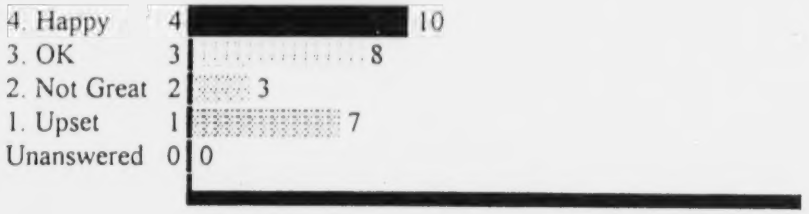
Figure 1

Kindergarten Reading Attitude Survey
N=28

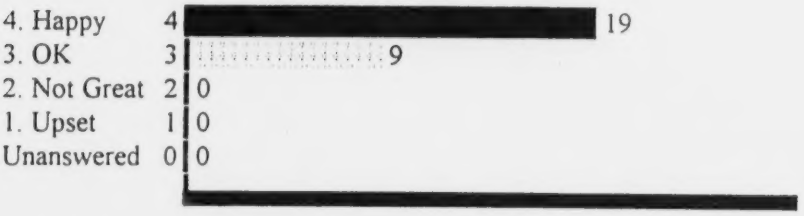
QUESTION NO. 4 : How do you feel about getting a book for a present.



QUESTION NO. 5 : How do you feel about spending free time reading.



QUESTION NO. 6 : How do you feel about starting a new book.



QUESTION NO. 7 : How do you feel about reading during summer vacation.

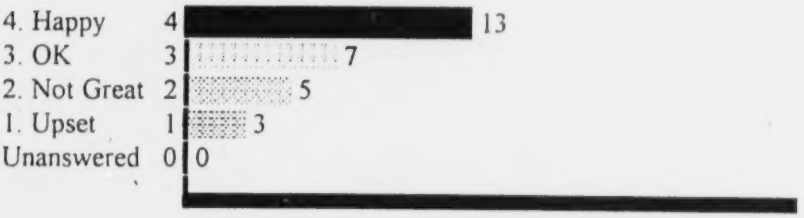
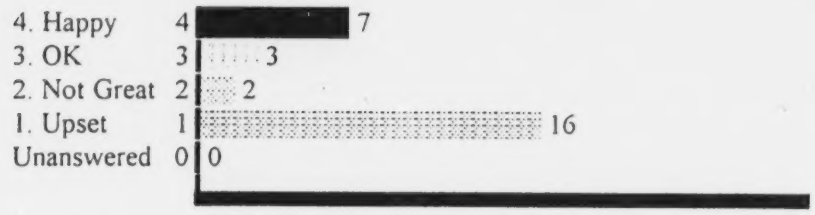


Figure 1 Continued

QUESTION NO. 8 : How do you feel about reading instead of playing.



QUESTION NO. 9 : How do you feel about going to a bookstore.

QUESTION NO. 10 : How do you feel about reading different kinds of books.

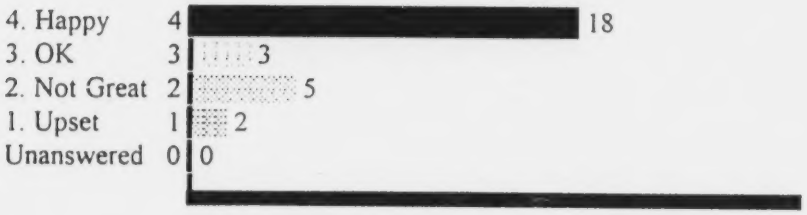


Figure 1 Continued

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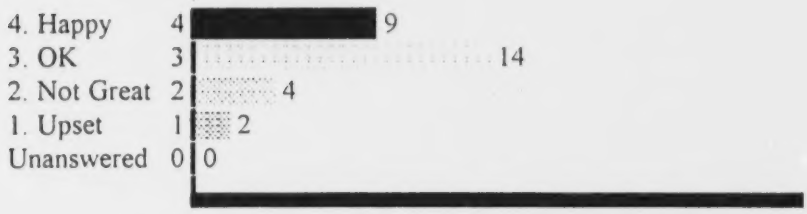
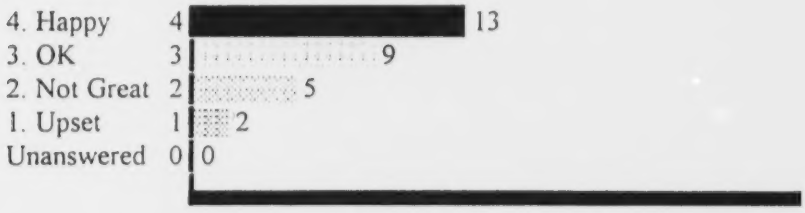
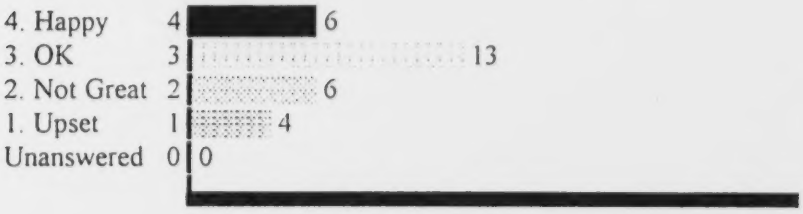
QUESTION NO. 1 : How do you feel when you read a book on a rainy Saturday.



QUESTION NO. 2 : How do you feel when you read a book in school during free time.



QUESTION NO. 3 : How do you feel about reading for fun at home.

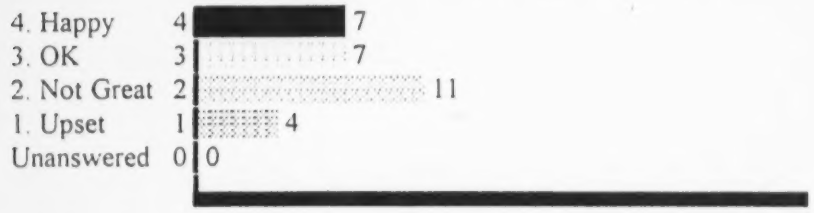


QUESTION NO. 4 : How do you feel about getting a book for a present.

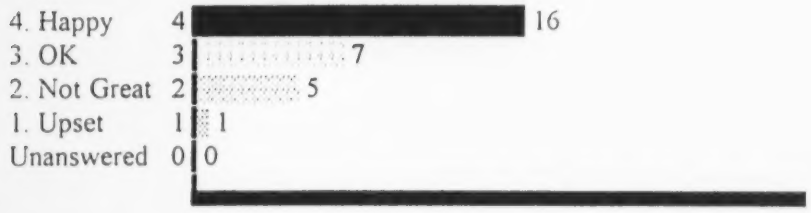
Figure 2

Fourth Grade Reading Attitude Survey
N=29

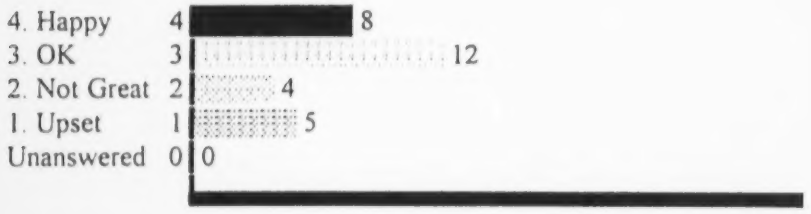
QUESTION NO. 5 : How do you feel about spending free time reading.



QUESTION NO. 6 : How do you feel about starting a new book.



QUESTION NO. 7 : How do you feel about reading during summer vacation.



QUESTION NO. 8 : How do you feel about reading instead of playing.

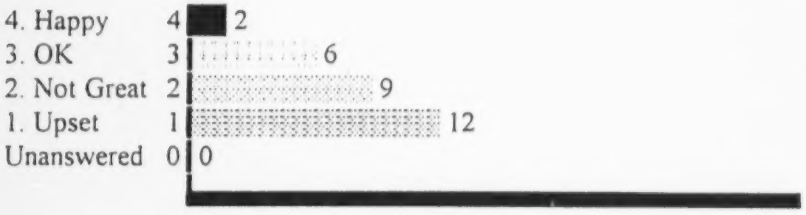
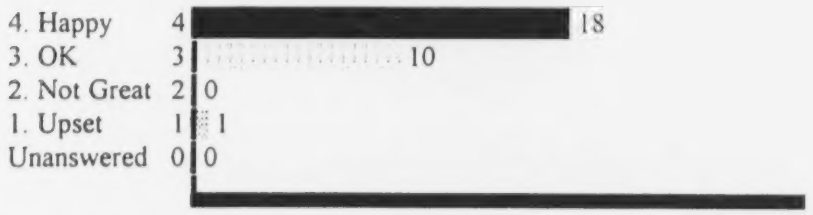


Figure 2 Continued

QUESTION NO. 9 : How do you feel about going to a book store.



QUESTION NO. 10 : How do you feel about reading different kinds of books.

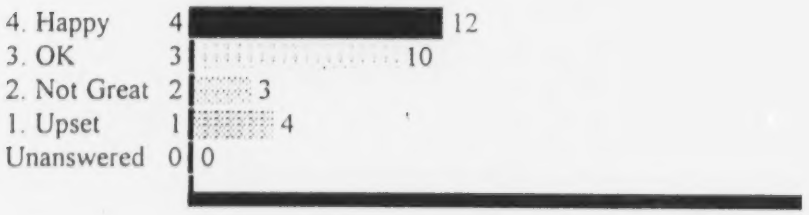


Figure 2 Continued

Parents of the 58 students involved in the research were also surveyed. These questions are found in Table 2.

Table 2

Parent Attitude Survey
1994-1995

1. My child likes to read at home.
2. My child likes to read more than watch T.V.
3. My child likes to read more than play games.
4. My child likes to choose books at the library.
5. My child likes to read during summer vacation.
6. My child likes to receive a book for a gift.
7. My child likes to write stories at home.
8. My child likes to read stories to others.
9. My child usually reads (or read to) about _____ books per month.

The questions were also ranked from one to four, with four representing the most positive response ("always"), and one representing the

most negative response ("never"). Of the 58 polled, 91 percent responded. The findings of the initial parental survey, as shown in Table 3, was over all a positive response to the attitude they perceived their children to have; however, the range of books parents felt that their children read per month ranged from 1 to 10 at the fourth grade level and 5 to 60 at the Kindergarten level.

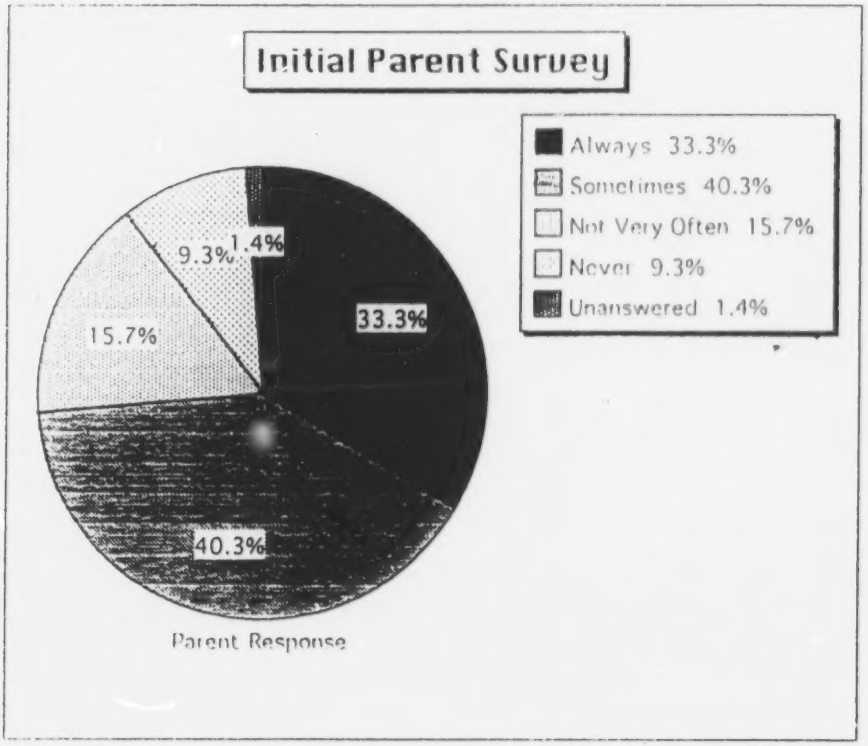


Figure 3

Kindergarten Parent Survey
Combined Responses to All Questions

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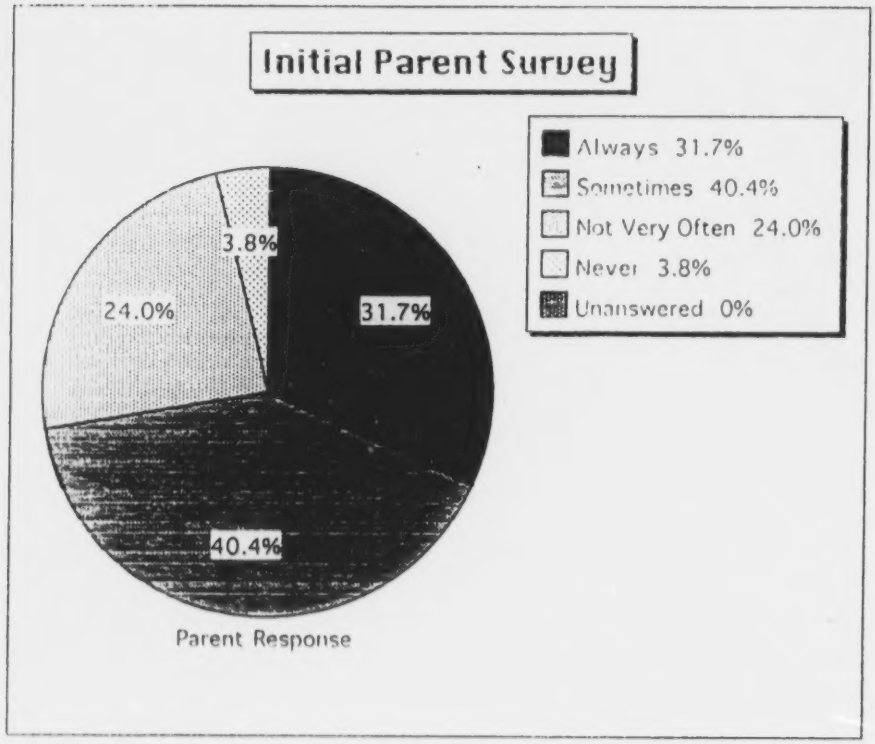

Figure 4

Fourth Grade Parent Survey
Combined Responses to All Questions

The students in this research were also required to maintain an out-of-school record of their activities. They were asked to report on the previous day's activities. An example of this record is found in Table 3 as taken from Anderson, et al. (1988)(Appendix I).

Table 3

Minutes Per Day in Out-Of-School Activities
1994-1995

Activity	Minutes per day spent on activity
1. Doing chores	
2. Doing homework	
3. Eating	
4. Going out	
5. Listening to music	
6. Playing games	
7. Practicing/lessons	
8. Reading books	
9. Reading comics	
10. Reading mail	
11. Reading newspapers/magazines	
12. Talking on the phone	
13. Watching television	
14. Working on a hobby	

Each activity was recorded based on the number of minutes spent on that activity during the previous day. Twenty-eight Kindergarten Students were asked for the information orally by the Kindergarten assistant once a month. Thirty fourth grade students recorded their information individually once a month.

The results of the initial Kindergarten out-of-school activities survey, given in September, can be found in Figure 5. The results of the initial fourth grade out-of-school activities survey can be found in Figure 6.

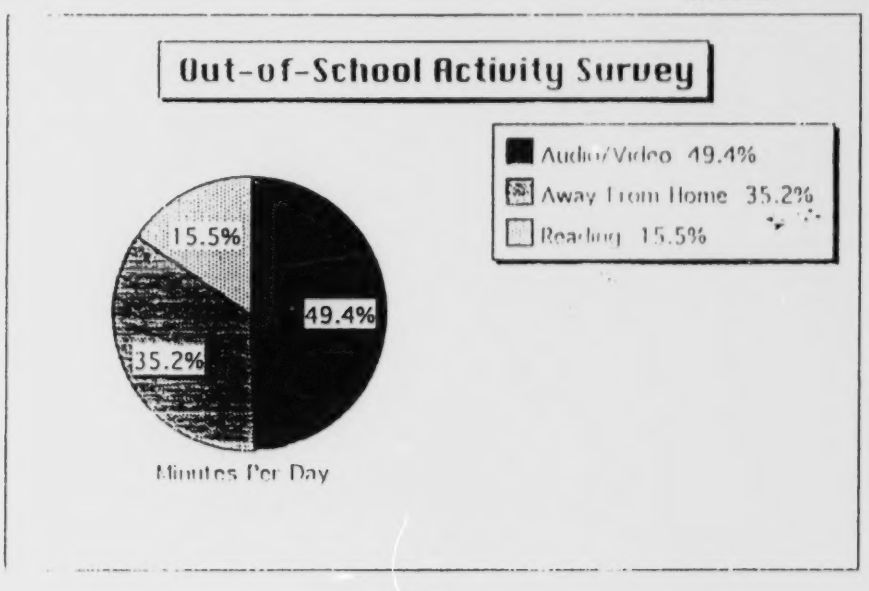

Figure 5

Kindergarten Out-of-School Activity Survey
September Results

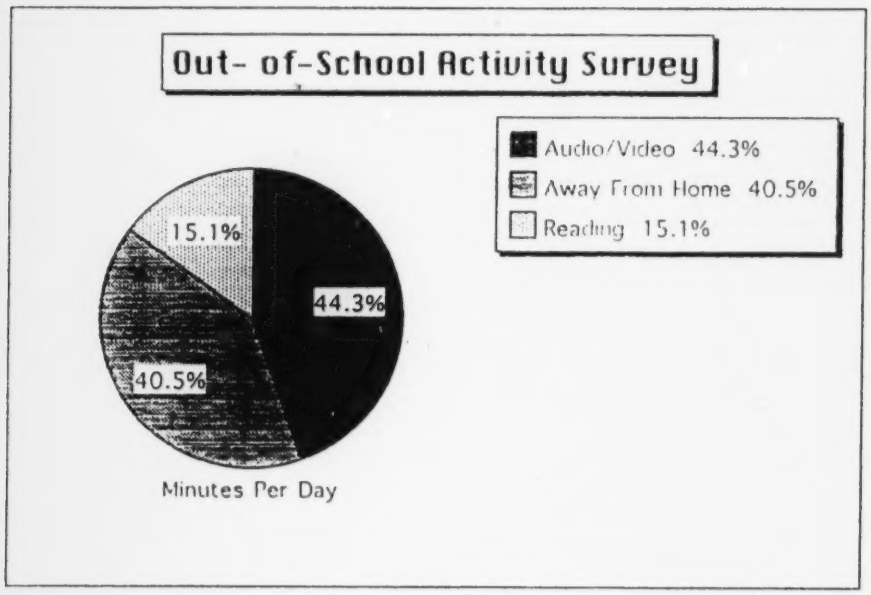

Figure 6

Fourth Grade Out-of-School Activity Survey
September Results

A summary of probable causes for the problem gathered from the researchers' data and the literature indicates the following:

1. Students spend more time on other out-of-school activities than they do on reading.
2. Students do not internalize reading strategies.
3. Students do not use critical reading with regard to text.
4. Video media limits time spent on recreational reading.
5. One-to-one instruction in reading is limited in the classroom.

Chapter 3

THE SOLUTION STRATEGY

Review of the Literature

A study of the literature suggests possible strategies that can be used to increase the recreational reading habits of the targeted Kindergarten and fourth grade students at Western Avenue School. The strategies include making reading materials available, increasing reading proficiency, building on prior knowledge, knowing when to use appropriate reading strategies, using cross-age tutoring, and implementing cooperative learning.

Greaney (1980) states that the value that children place on reading varies, as does their ability and skill where reading is concerned. There is a positive relationship between leisure time reading and reading competence. That relationship includes reading comics, as well as books. Book readers, when compared to comic readers, were found to devote more time to home work and were more likely to have a library card. Greaney suggests that the amount of leisure time reading is related to the availability of reading material.

According to Labbo and Teale (1990) leisure reading requires a certain

level of proficiency, but the nature of the relationship of the teaching method and the extent to which it impacts on leisure reading is unclear. Benefits that children receive from being read to during the early years include: increased vocabulary growth, greater awareness of written material, growth in background knowledge, success in reading, and an eagerness to read. (Labbo & Teale, 1990)

When children read, or someone reads to them, they bring background experiences and information with them. This prior knowledge makes the reading material more relevant to the student. "The research suggests that reading is not simply a matter of processing new and old information; reading also involves processing social information. To be a good reader, one must learn how, when, and where to integrate new and old information as the pervading ideology demands" (Paris, et al., 1983, p. 311)

Paris et al state further that students need to be taught to think about reading strategically. They need to learn the conditions under which certain strategies are used and must learn when and why to use certain strategies. This conditional knowledge is the glue that holds skill and will together, helping students to become better, more enthusiastic readers.

A study by Labbo and Teale (1990) used a successful cross-age

tutoring program to improve reading. The primary purpose of this program was to help students become more strategic readers and to help them develop a wider repertoire of strategies to use in reading comprehension. This study paired fifth grade students with Kindergartners. The fifth graders were taught reading strategies that they in turn used with the Kindergarten students.

In another study by Leland and Fitzpatrick (1994), sixth grade students and Kindergartners were paired up to read and write collaboratively on a regular basis with the goal to increase the students' enthusiasm for reading and writing so that they would engage in these activities when given a choice.

Reading to younger children helped the older students to develop positive reading behaviors. The value of this idea is summarized by the saying that "he who teaches learns". There was strong evidence to suggest that growth, both personally and academically, was enhanced by this method. Reading to the younger children helped the older students to develop positive reading behaviors. The older students gained confidence and fluency as they practiced their reading in preparation for their tutoring role, and an organizational framework for story elements was developed and modeled. The conclusion of this study was that students need more than instruction in skills and strategies. They need to have a connection to real-life situations so

that learning takes on relevancy for the student. Cross-age tutoring provided a way of making literacy activities enjoyable and mutually rewarding.

Hedin (1987) states that teaching others provides students an opportunity to use what they have learned in a meaningful way. The students process the information they are given and retain this information more readily if they use it in interaction with, and for the benefit of, others. They, in fact, may become better managers of their own learning.

Hedin (1987) views one-to-one tutoring as an exceptionally effective teaching method that increases the performance of students who are taught in a conventional classroom where there may be one teacher for 30 students. It provides an inexpensive tool that can individualize instruction for large classes.

Studies have shown that cooperative learning plays an important role in transferring the responsibility from external motivation to internal motivation. "The internal motivation is more powerful than the external, resulting in increased learning rates and retention of information and skills" (Joyce, Showers, & Weil, 1992, p. 36). In other words, students who use cooperative learning become more interested in the learning task itself, and their need for external rewards decreases (Joyce, et al., 1992).

Project Outcomes and Solution Components

As a result of cross-age tutoring during the period of October 1994 to January 1995, the targeted students at Western avenue School will increase the amount of time spent on recreational reading as measured by teacher observation, anecdotal records, exit surveys and interviews.

In order to accomplish the terminal objective, the following strategic procedures are proposed:

1. a series of learning activities that increase the emphasis on cooperative learning strategies will be developed.

2. a series of learning activities that increase the emphasis on critical reading strategies will be developed.

3. skills will be taught for cross-age tutoring.

Action Plan for the Intervention

In order to accomplish these objectives the researchers will:

I. Develop data gathering strategies

A. Send cover letter to parents about research (Appendix A)

B. Design surveys (Appendices B, F, G, &H)

C. Design observation checklist (Appendices C& D)

D. Write interview questions (Appendix E)

E. Design out-of-school activities record (Appendix I)

II. Plan curriculum

A. Develop cooperative learning skills with fourth grade and Kindergarten students

1. Taking turns

2. Stay with group

3. Use inside (6 inch) voices

4. Show respect for other opinions

5. Listen to others

B. Design critical reading strategy lessons

1. Mental modeling

a. Give context clues

b. Use picture clues

2. Prediction

3. Story structure and mapping

4. Sequencing and recall

5. Character analysis

C. Train fourth grade tutors and Kindergarten tutees

1. Role play

2. Cooperative learning skills

3. Critical reading strategies

III. Develop a schedule

A. Assign groups

B. Preparation for fourth graders

1. Go to library

2. Select books

C. Pre-reading collaboration with fourth graders

1. Peer reading

2. Oral reading practice

3. Strategies review

D. Cross-age reading with fourth grade and kindergarten

1. meet once per week

2. meet together for 30 minutes

E. Post reading collaboration

1. Debriefing

2. Assessment

a. journal responses

b. oral responses

c. graphic organizers

Methods of Assessment

The following methods of assessment will be used by the researchers:

1. Initial surveys (B, F, G, & H) -September
2. Checklists (Appendices C & D) - October through January
3. Journal and oral responses - September through January
4. Graphic organizers - October through January
5. Exit interviews (Appendix E) - January
6. Exit surveys (Appendices B, F, G, & H) - January

Chapter 4

PROJECT RESULTS

Historical Description of Intervention

The terminal objective in this action plan addressed the recreational reading habits of the targeted Kindergarten and fourth grade groups. Research, surveys, and teacher observation were instrumental in the development of the strategic procedures that would be used by the researchers to accomplish this objective.

The first procedure was that students would demonstrate their ability and willingness to work in a cooperative group as evidenced by teacher observation. These observations were based on specific cooperative learning skills that were modeled and taught by the classroom teachers from the beginning of the school year in September 1994 until January 1995. The skills that were taught included taking turns, staying with your group or partner, using six inch voices in the classroom so that every one will be able to hear their partner, showing respect for the opinions of others, and using active listening skills.

The second procedure was to teach and model the critical reading

strategies that could be used in the classroom, for recreational reading, and for the purpose of cross-age tutoring. These lessons, which were already a part of the reading curriculum, included making predictions, summarizing, using clues from illustrations, and incorporating prior knowledge with new information. Modeling served as instruction for the fourth graders who would become the "teachers" for the Kindergarten students, and it was believed that this would transfer ownership of the strategies to the tutors themselves.

The third procedure was that students in the fourth grade would demonstrate their ability to cross-age tutor as evidenced by teacher observation, the ability to use graphic organizers, journal responses, and the completion of joint projects.

Organizational meetings were held during the summer of 1994 to formulate the action plan that would be used with the targeted kindergarten and fourth grade students, and principal approval of this plan was acquired in September 1994. A letter to the parents (Appendix A) of those students being targeted was sent out at the beginning of school, and accompanying that letter was a Parent Survey (Appendix B). Students filled out surveys also, and they completed Out-of-School Activity Surveys throughout the implementation of the research project's time frame. The researchers used

reflective journals and kept anecdotal records based on classroom observations.

The researchers met with the Learning Resource Center teacher and the library assistants to set up scheduling so that the kindergarten and fourth grade students could meet on a weekly basis to pick out a book together that would be read later in the week. A fifteen minute period of time on Tuesday afternoon was blocked out for this activity. It was decided that the fourth graders would keep the books with them so that they would have time to practice reading and develop their own strategies to use with their kindergarten partners on Friday when they would meet together again.

Fourth graders and Kindergartners were matched up randomly. Since the fourth grade class was larger, some fourth graders shared a "Kindergarten Buddy". These fourth graders were available to take over in case someone else in the class was absent. This helped ensure that no Kindergarten student would ever be without a partner when choosing a book or being read to on Friday.

During the second week of September 1994, the students in the Kindergarten targeted group were introduced to the concept of a fourth grade reading and writing buddy. The Kindergarten students were informed that

each would have an assigned fourth grade student from the targeted group, and that they would spend time reading and writing together on a weekly basis. During the discussion the targeted students were informed that half would work in the fourth grade classroom and half would work in the Kindergarten room. The groups would alternate locations during the following weeks.

Activities were initiated that would help the Kindergartners and fourth graders become better acquainted and form cooperative bonds. This time to get to know each other was especially important because some of the Kindergarten students were not comfortable leaving the Kindergarten room with their new fourth grade buddy. To create membership and cohesiveness in a cooperative group, the researchers followed suggestions made by Richard Schmuck (as cited in Schmuck, 1977, pp. 276-277) to become acquainted, create a self-portrait, and to create descriptors of who they are.

The first activity was in honor of Grandparent's Day. As a whole group activity "What is a grandparent?" was brainstormed and recorded on primary chart paper, and all answers were accepted and reread back to the group. Next, each team of buddies was given a Grandparent People Search, as seen in Figure 7. After the teachers modeled how to complete a people

search, each team was responsible for completing their own. Once the Grandparent People Search was completed, each pair of buddies wrote a letter to the Kindergartner's grandparent with the fourth grader taking dictation. They put the letters into pre-addressed, stamped envelopes ready to be mailed. The fourth graders had already written a letter to their own grandparents and mailed it earlier in the week.

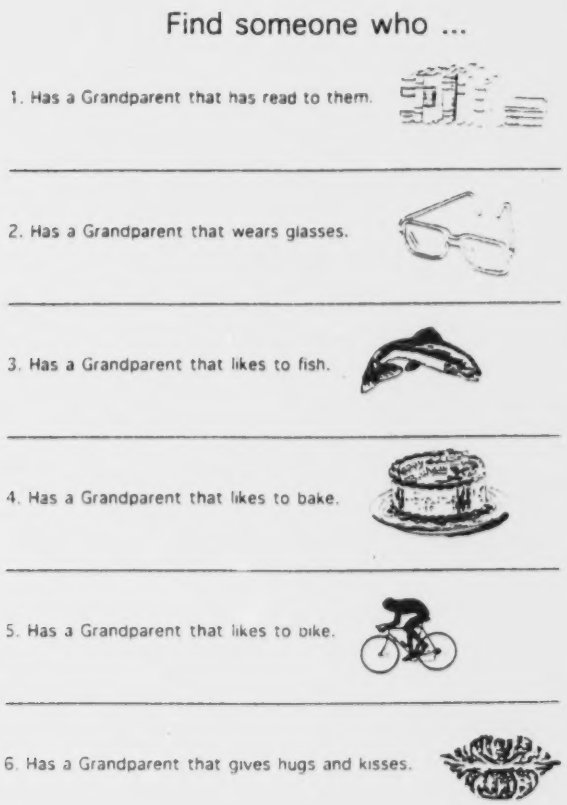
Find someone who ...
1. Has a Grandparent that has read to them.
2. Has a Grandparent that wears glasses.
3. Has a Grandparent that likes to fish.
4. Has a Grandparent that likes to bake.
5. Has a Grandparent that likes to bike.
6. Has a Grandparent that gives hugs and kisses.

Figure 7

Grandparent People Search

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During their next meeting time, the buddies that had been teamed up learned more about each other. The Kindergarten and fourth grade buddies brainstormed "What is a Buddy?" as a whole group activity. All answers were accepted, recorded on primary chart paper, and reread to the group. Then the buddies were asked to face each other, knee to knee, and pair share one thing about themselves. Following this activity each Kindergartner and fourth grader drew a self-portrait of themselves doing their favorite activity in a journal. An example can be found in Figure 8.

Figure 8

Self-Portrait Journal Entry

During the third meeting, which completed Schmuck's guidelines, the targeted students were asked researcher created questions about, "Who am I?", as seen in Table 4. After filling in the questionnaire together, the students wrote one word poems in their journal about themselves, as seen in Figure 9.

Table 4

"Who Am I?" Questionnaire

WHO AM I?

1. Where would you like to go on a vacation?

2. Who is your hero?

3. What is your favorite thing?

4. What has scared you the most?

NAME:

I am traveling to..... 1. _____.

My hero is.....2. _____.

My favorite thing is....3. _____.

I'm scared of.....4. _____.

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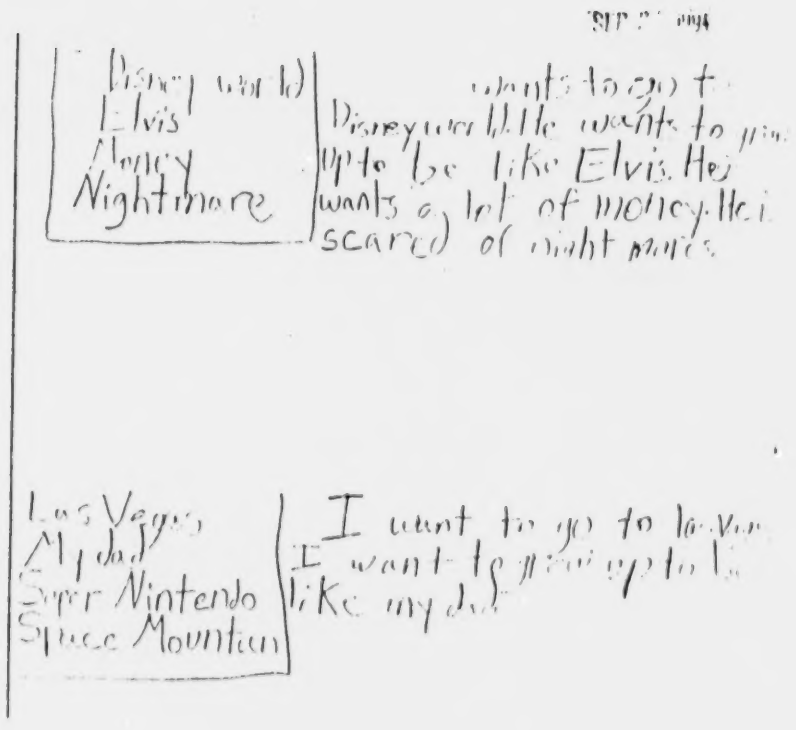

Figure 9

Student Example of "Who Am I" Questionnaire and Poem

By the fourth meeting the rapport and cohesiveness of the teams was established. At this meeting the teachers modeled the critical reading strategies of prediction and used illustration clues with the entire group using the big book story of "The Three Billy Goats Gruff". The buddies then

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created and drew a troll in their journal which they shared and discussed later through "Author's Chair". To bring closure to this activity, a "Billy Goats Gruff" rap was sung and danced to by the whole group.

The teams were now ready for the pair reading and writing activities that were the main focus for the cross-age tutoring. The students met their buddies in the LRC on Tuesday afternoon and picked out a book together so that joint ownership could be established. The fourth grade buddies kept the books with them so that they could practice reading aloud and be prepared for meeting with the Kindergartners on Fridays. After reading the book aloud on Friday, the fourth grade buddy recorded the title and author in the journal, and together the Kindergartner and fourth grader drew their favorite part of the book. Each time the teams met, a new reading strategy was introduced, as seen in Figure 10.

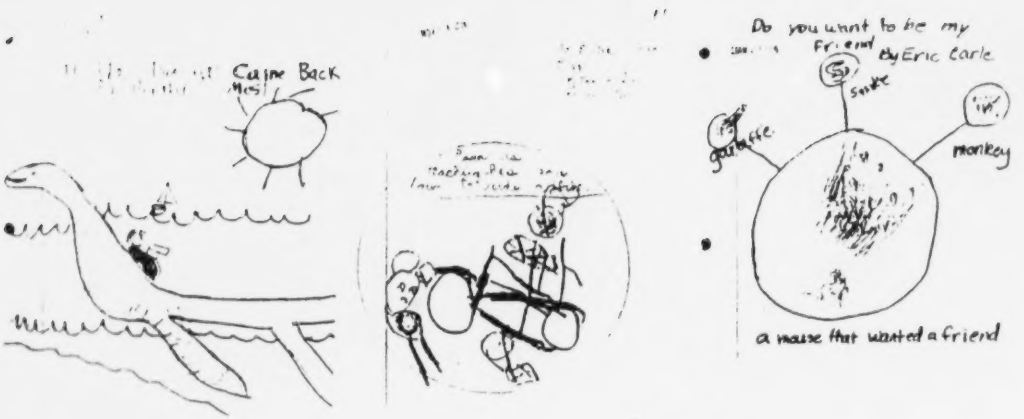

Figure 10

Student Samples of Favorite Part, Main Idea, and Details

In addition to shared reading of LRC books, the teams were asked to complete two researcher created books titled "In my Tee-Pee I Would Find" and "If I had a Dinosaur for a Pet". These books were done at the conclusion of the Native America and Dinosaur units in the Kindergarten.

The fourth graders were also asked to complete a "Rainbows" book

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with their Kindergarten buddies. The book was a color repetition book in which the fourth graders showed their buddies how to read with picture clues. First the fourth grader read it, then the Kindergartner read it, and then the team read it as a choral reading. The Kindergarten buddies took the book home to share with their families.

Presentation of Analysis of Results

Surveys that were given to the fourth grade students in the fall gave insight to the recreational reading habits and attitudes of the students. One survey (Appendix G) indicated that 96 per cent of the students had library cards for the Geneva Public Library, but only 23 per cent of those students visited the library as often as twice a week. Twenty of the 29 students rated themselves as either "great" or "excellent" readers, and many of these students equated the speed of reading as a determiner of ability. All of the students said that it was important to learn to read and listed some of the following reasons as why: in order to learn, to read instructions, to read signs, read newspapers, learn words, and to learn to write.

My Reading Survey (Appendix F) was filled out by fourth grade students, and the results showed that all of the students had books of their own at home as seen in Figure 11. Eighty-five per cent of the students said

that reading was important, with the other 15 per cent responding "maybe". Seventy-four per cent of the fourth graders said that they liked to read, 7 percent said they did not, and 19 per cent said "maybe". The results showed a positive attitude for the all the questions on the survey. The lowest positive response was for the question that asked if they liked to tell others about the books that they had read. For this question 59 per cent said yes, 22 per cent said no, and 19 per cent said maybe.

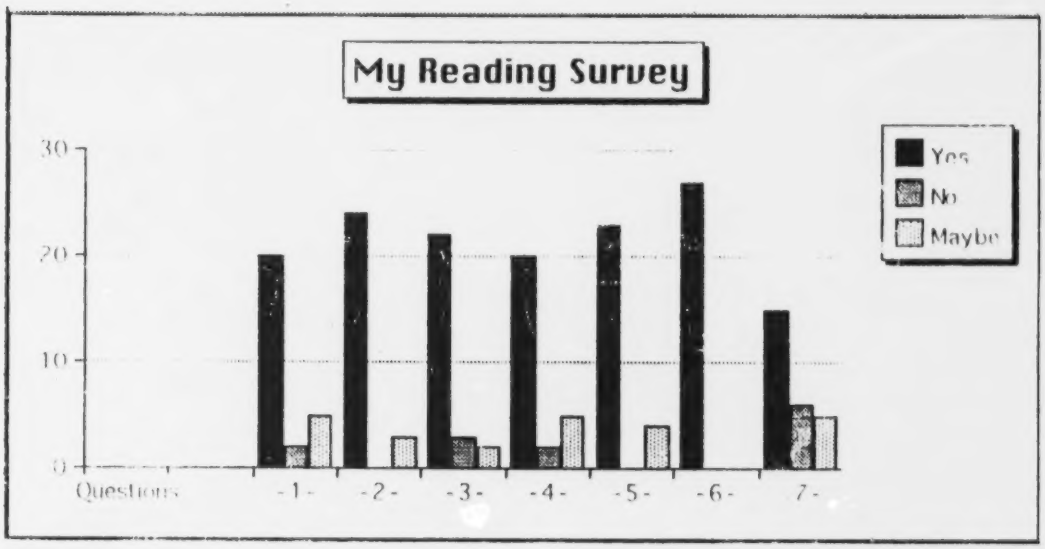

Figure 11

My Reading Survey
Fourth Grade

Another fourth grade survey (Appendix E) revealed that 93 per cent of the students believed that everyone had to practice in order to become a better reader. Sixty-two per cent rated themselves as better readers at the end of the research time-frame than they did at the beginning of school. Another note of interest was that all of the students said that they enjoyed it when someone read to them, specifically when the teacher read aloud to them in class.

The teacher observation and anecdotal records were subjective for the targeted fourth grade students. Over the course of the research time frame, the researcher noted that more students chose reading as an activity during free time. Students were able to stay on task and involved with the text for longer periods of time during Sustained Silent Reading time, as well.

The targeted fourth graders wrote journal responses with regards to their "Kindergarten Buddies", and with one exception, all of the fourth graders thought that the "Kindergarten Buddy" program was a good idea; furthermore, the majority of them wrote that they wished that we could devote more time to the program. Some of the responses representing the fourth graders are included below:

"My buddy makes me feel good because then it's like I'm the teacher,

"I think the time that we spend with our buddies is fun because it makes learning fun for her and me."

"The most interesting thing about Kindergarten Buddies is when we get to be the teacher and teach them things so they can learn something every time we're with them."

"The most interesting thing about Kindergarten Buddies is that they learn really fast."

"I think the time we spend with our Kindergarten Buddies is fun because I like to teach them."

"My buddy makes me feel relaxed because I know we don't get tested on the stuff we do, and we just have fun."

Fourth grade students were asked to complete "Out-of School Activities" surveys on a monthly basis. The results, as shown in Figure 12, show that Audio/Video activities accounted for most of the students' time when they were away from school. Reading activities came in lowest every month except during the month of November.

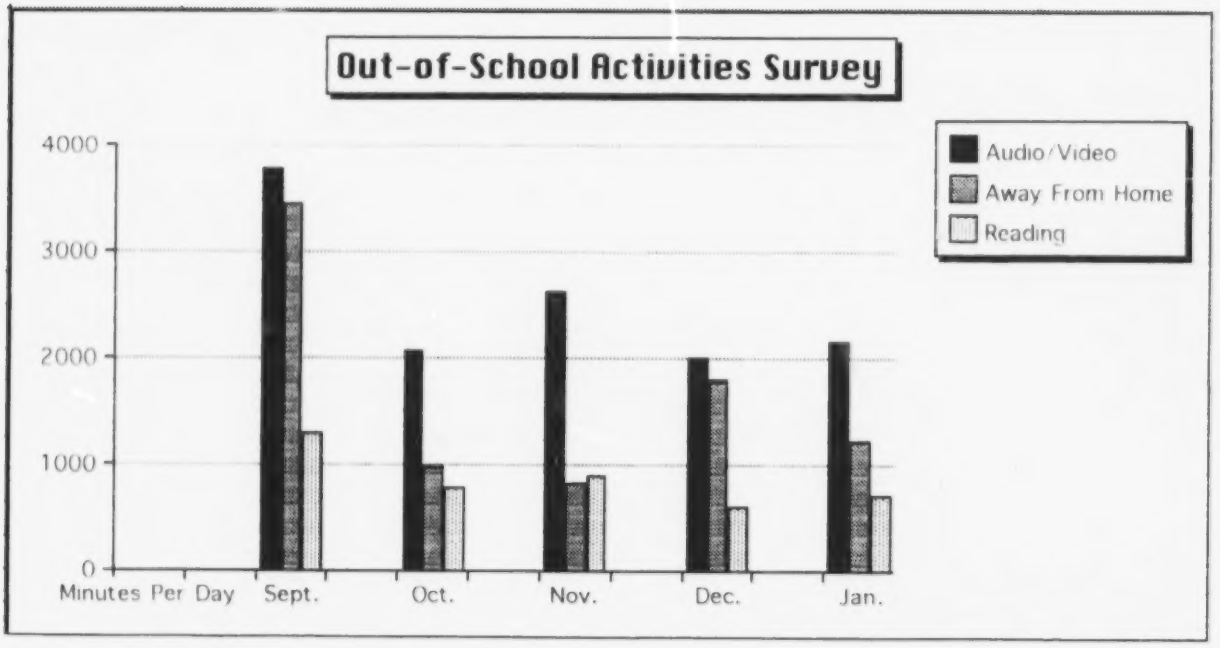

Figure 12

Out-of-School Activities
Fourth Grade Results

Parents of the targeted fourth grade students were asked to complete a "Parent Survey" (Appendix B) as both an entry and an exit survey. Of the 29 parents polled, 90 per cent responded. Results of this survey can be found in Figure 13. Each question increased per cent points on the positive side with

an answer of "always" or "sometimes" except for statement seven "My child likes to write stories at home" which started at 59 per cent points on the positive side and went down to 54 per cent. The largest gain was in regard to their child liking to read more than watch T.V. This statement showed an increase of 21 per cent on the positive side, ending up at 58 per cent. Another gain was for statement three, "My child likes to read more than play games," which rose from 49 per cent on the positive side to 58 per cent on the exit survey. The average number of books that parents thought their child read per month changed from 5 books on the first survey to 4 books on the exit survey. The range on the entry survey was from one to ten books read monthly, and the range on the exit survey was from one to eleven books read each month.

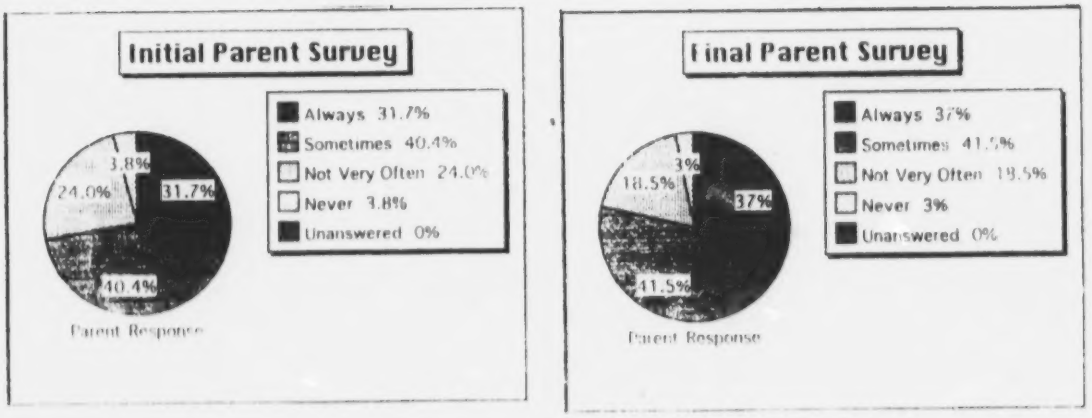

Figure 13

Parent Surveys
Fourth Grade Results

Fourth grade students completed a second Elementary Reading Attitude Survey (Appendix H) as an exit survey to compare the findings to the one administered in the fall. All of the responses to the questions increased positively, with a response of "Happy" or "OK", except for the question which asked students how they would feel about reading during summer vacation. It dropped from 69 per cent to 51 per cent, with even distribution among the four possible responses.

There was an increase in positive responses when students were asked

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how they felt about reading for fun. The positive responses went from 65.5 per cent to 86 per cent, and the most positive response, "Happy", went up by 13 percentage points on the exit survey, as seen in Figure 14.

The biggest change was found for questions which asked about reading during free time. Question two, "How do you feel when you read a book in school during free time?", went from 76 per cent to 93 per cent in favorable responses, and the most favorable response of "Happy" gained 20 percentage points. Question five, "How do you feel about spending free time reading?", gained 28 percentage points for favorable replies, increasing from 48 per cent to 76 per cent; the most positive response gained 17 percentage points for that question.

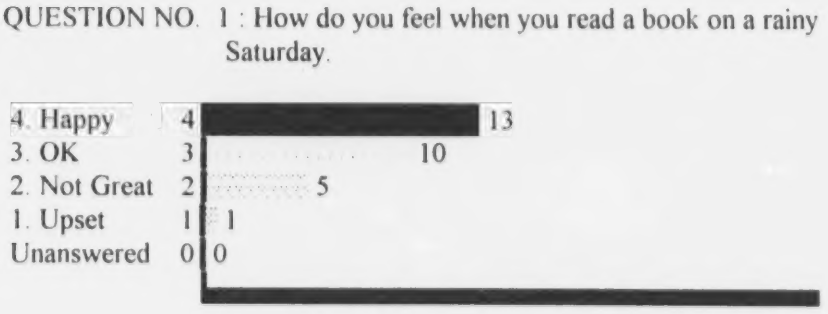
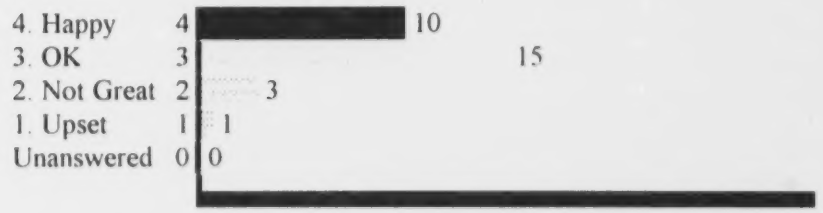

QUESTION NO. 1 : How do you feel when you read a book on a rainy Saturday.
4. Happy 4 13
3. OK 3 10
2. Not Great 2 5
1. Upset 1 1
Unanswered 0 0

Figure 14

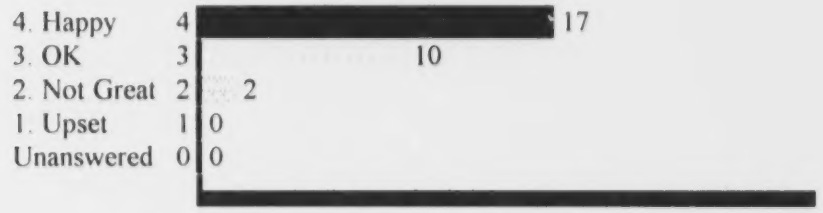
Elementary Reading Attitude Survey
Fourth Grade Exit Results

QUESTION NO. 2 : How do you feel when you read a book in school during free time.

QUESTION NO. 3 : How do you feel about reading for fun at home.



QUESTION NO. 4 : How do you feel about getting a book for a present.



QUESTION NO. 5 : How do you feel about spending free time reading.

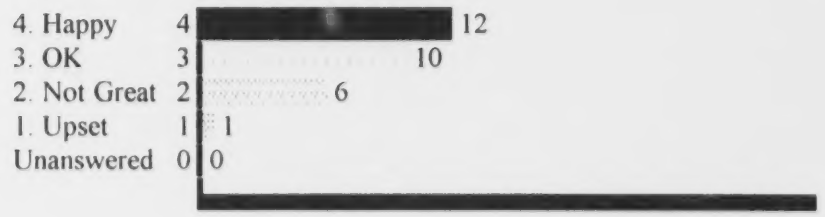
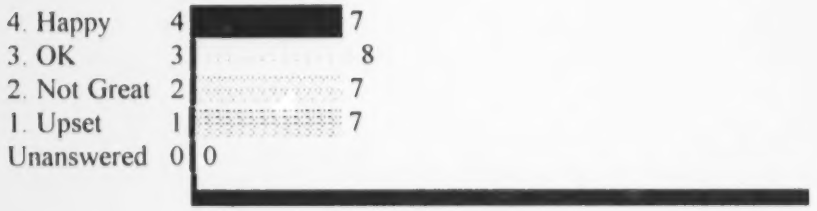


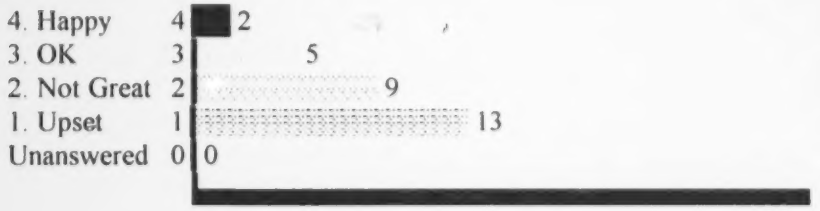
Figure 14 Continued

QUESTION NO. 6 : How do you feel about starting a new book.

QUESTION NO. 7 : How do you feel about reading during summer vacation.



QUESTION NO. 8 : How do you feel about reading instead of playing.



QUESTION NO. 9 : How do you feel about going to a book store.

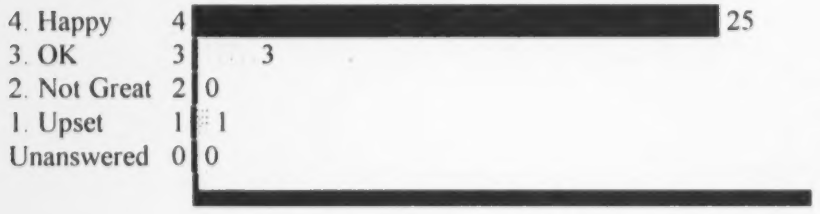


Figure 14 Continued

QUESTION NO. 10 : How do you feel about reading different kinds of books.

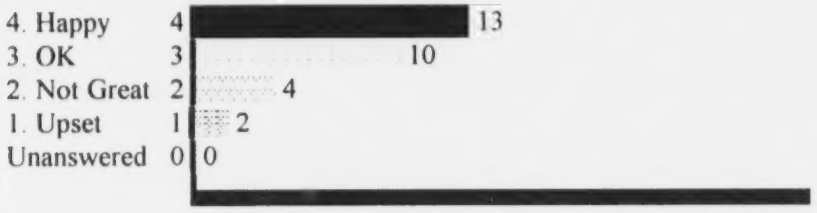


Figure 14 Continued

Seventy-two per cent of the Kindergartners responded individually and orally to the My Reading survey (Appendix F) positively as seen in Figure 15. The researcher found that 77 per cent of the students liked to read, 81 per cent felt reading was important, 96 per cent enjoyed being read to by the teacher or a parent, and that 100 percent of the students owned their own books. The only negative response was that only 40 per cent of the Kindergarten students visited the local library on a regular basis.

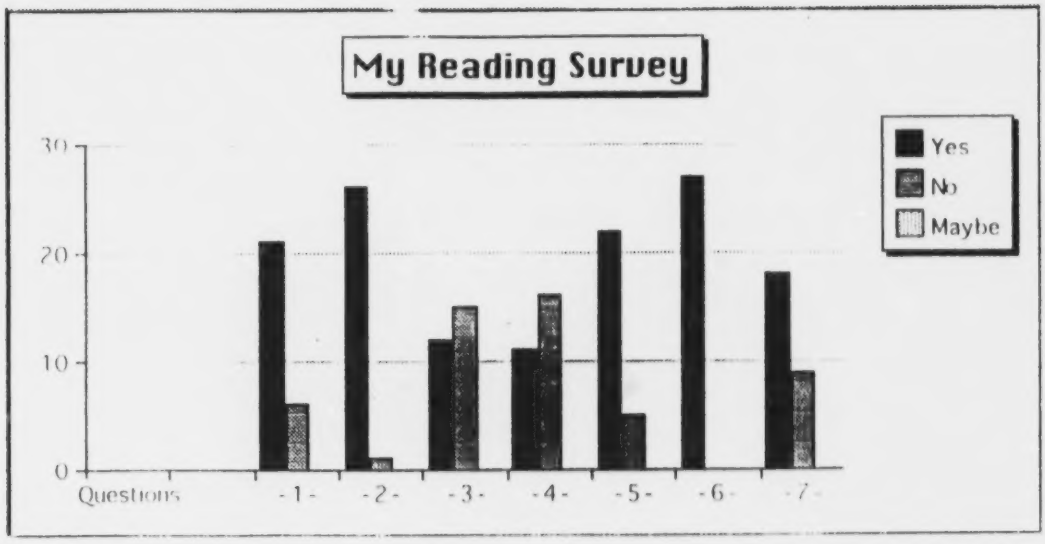


Figure 15

My Reading Survey
Kindergarten Results

The targeted Kindergarten students were interviewed individually, using only questions seven, eight, and nine from the Reading Attitude Interview (Appendix E). The results showed that 88 per cent of the students had reread a book and that 88 per cent of the students read for fun in their homes. When asked where they preferred to read at home, 68 per cent preferred their bedroom, 24 per cent the couch in their home, 4 per cent anywhere, and 4 per cent preferred being outside. One of the Kindergartner's comments was, "Anywhere my brother isn't, which is usually my room".

The Kindergarten Reading Observation check list (Appendix D) was recorded by the teacher in October, December, and January. For October's check list, the teacher recorded if the students enjoyed listening to stories; if the students chose a variety of books; and if the students selected reading during a free choice time. Sixty-one per cent of the students enjoyed listening to stories; 100 per cent of the students chose a variety of books; and 100 per cent of the students selected reading at choice time. The researcher noted that it was a class rule that all students must choose a book when they were done with an activity while waiting for others to finish. In December the classroom teacher recorded findings to all of the observation check list. Eighty-six per cent of the observations were positive with an always or sometimes recorded. The Kindergarten students had the greatest difficulty with making connections between prior knowledge and the literature with 57 per cent recording a "not very often" or "never" response. The final teacher observation checklist recorded 95 per cent positive, with the greatest increase seen with 100 per cent of the students relating prior knowledge to the literature presented that day.

The Kindergarten Out-of-School Activities Survey was recorded monthly. Figure 16 shows that Audio/Visual activities were the students most

predominant out of school activity. Even though recreational reading scored the lowest in two of the months, it did show a positive growth over the course of the study. October's "Away from Home Activities" decreased significantly, which accounts for the increase in recreational reading at home. Audio/visual activities always remained around the 50 per cent mark (46.9 per cent to 56.5 per cent).

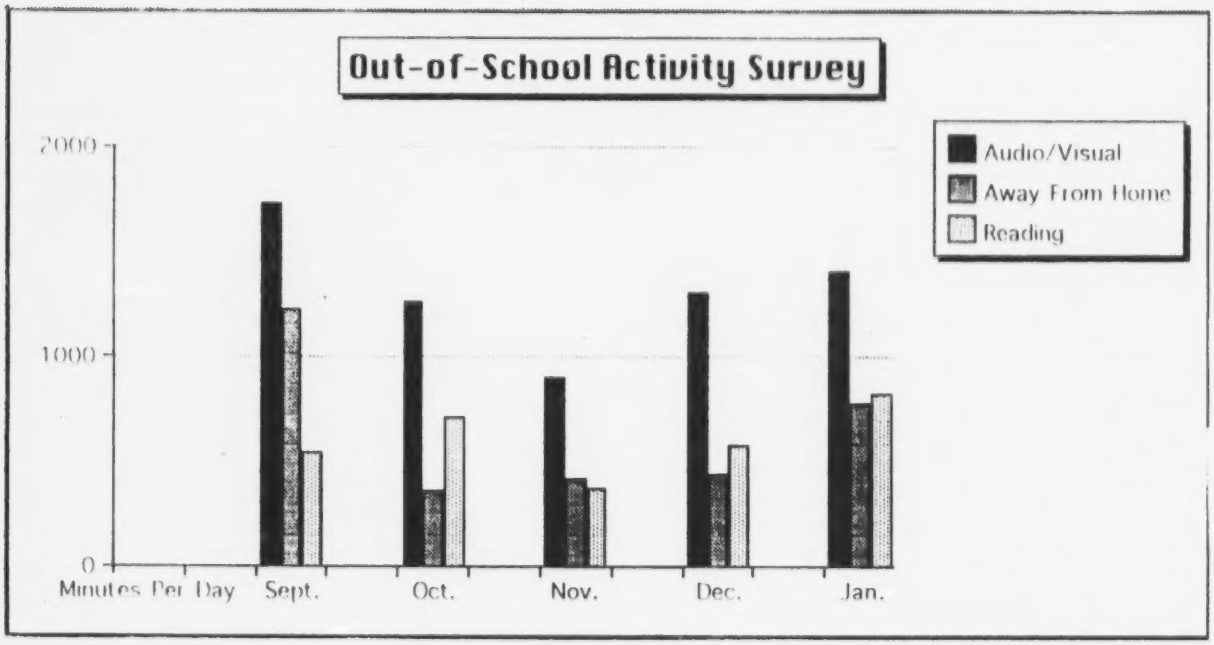


Figure 16

Out-of School Activities
Kindergarten Results

Parent surveys (Appendix B) about their children's attitude toward reading were 74 per cent positive in the fall and 84 per cent positive in the spring with positive responses being "always" or "sometimes" as seen in Figure 17. A significant change can be found in statement number 3 "My child likes to read more than play games". In the fall 56 per cent of the parents felt that their children would rather read than play games, whereas the spring survey showed that 90 per cent of the parents felt that their children would rather read than play games. The researchers also saw a positive change to statement number 7, "My child likes to write stories at home." In the fall 31 per cent of the targeted parents felt that their children wrote stories at home, as compared to the 65 per cent who felt they did in the spring.

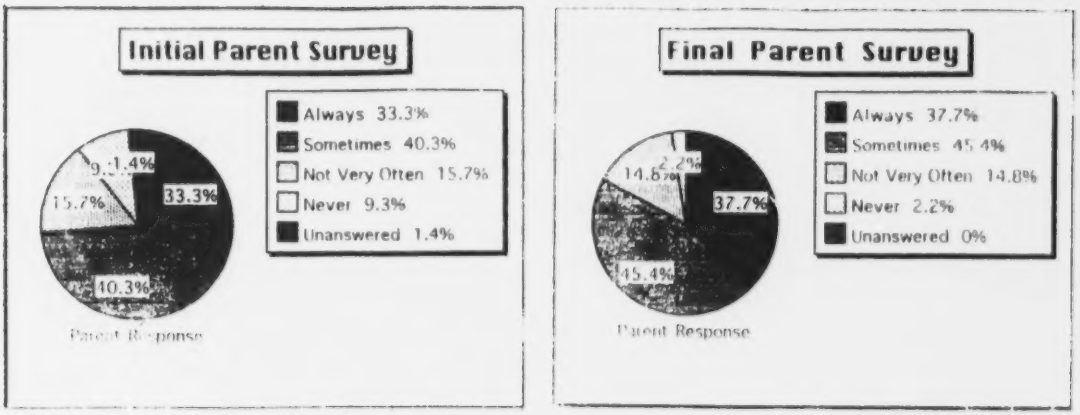


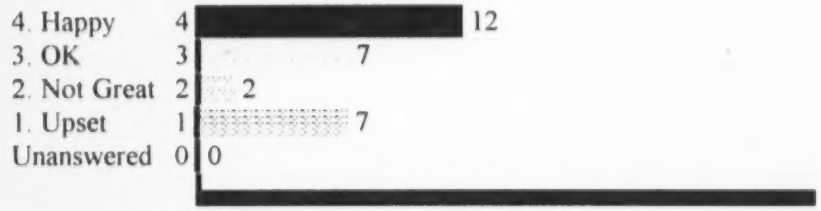
Figure 17

Parent Surveys
Kindergarten Results

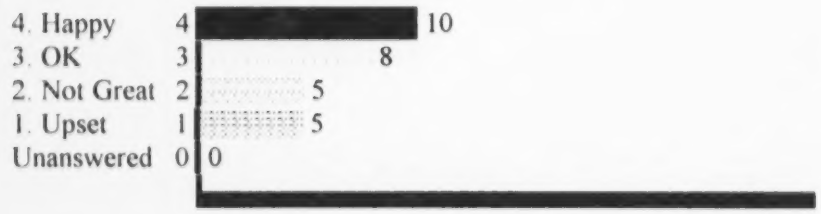
The Elementary Reading Attitude Survey (Appendix H) was administered individually and orally to the targeted Kindergarten students in the fall and again in the spring. Both surveys resulted in a positive response of either "Happy" or "OK". Seventy-five per cent of the students had a positive attitude toward reading in September with an increase to 77 per cent positive attitude on the exit survey. In the exit survey, as seen in Figure 18, 89 per cent of the students like to get books as presents, as compared to 68 per cent

who enjoyed receiving them in the fall. When students were asked how they felt about reading for fun at home, there was an increase of 25 percentage points from the initial survey.

QUESTION NO. 1 : How do you feel when you read a book on a rainy Saturday.



QUESTION NO. 2 : How do you feel when you read a book in school during free time.



QUESTION NO. 3 : How do you feel about reading for fun at home.

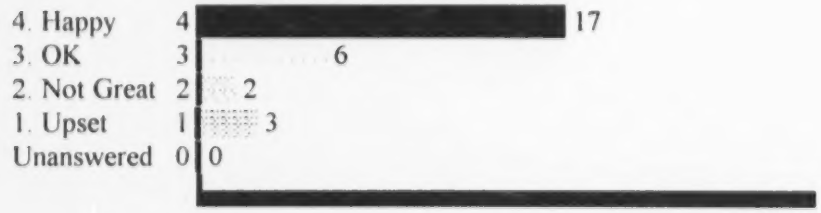
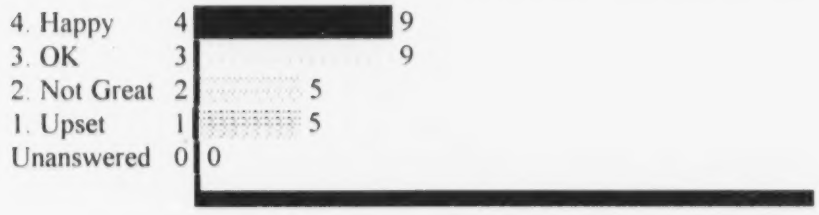


Figure 18

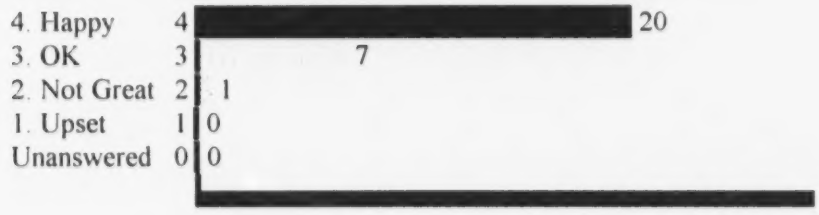
Elementary Reading Attitude Survey
Kindergarten Exit Results

QUESTION NO. 4 : How do you feel about getting a book for a present.

QUESTION NO. 5 : How do you feel about spending free time reading.



QUESTION NO. 6 : How do you feel about starting a new book.



QUESTION NO. 7 : How do you feel about reading during summer vacation.

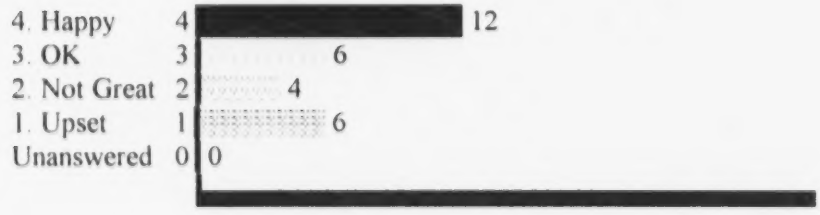
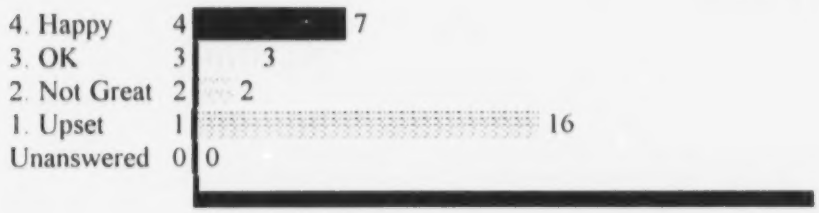


Figure 18 Continued

QUESTION NO. 8 : How do you feel about reading instead of playing.



QUESTION NO. 9 : How do you feel about going to a bookstore.

QUESTION NO. 10 : How do you feel about reading different kinds of books.

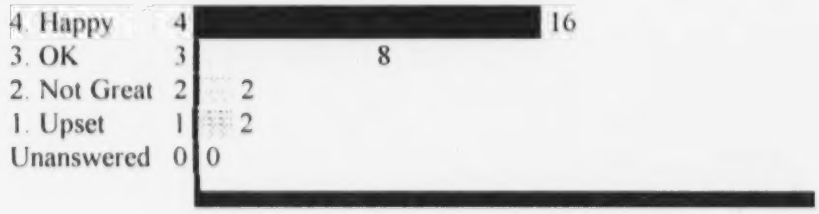


Figure 18 Continued

Conclusions and Recommendations

The interventions used by the researchers were cooperative learning strategies, critical reading strategies, and cross-age tutoring to improve the recreational reading habits of elementary students.

Surveys and questionnaires revealed that the targeted fourth grade students had books that were readily available for their use. Ninety-six per cent of the students had library cards for the Geneva Public Library, had access to the school's library at least once a week, all owned books, and a classroom library was available to them daily.

Students indicated that they understood the importance of reading and most realized that by reading more they could improve the skills they already had. Most of the students also said that they enjoyed reading, and all of them said they enjoyed it when the teacher read to them. These findings all indicate that reading is valued as an activity.

The out-of-school activity sheets that were filled out by students revealed that other activities do take precedence over reading while the students are away from school. Many students are involved in sports and other organized activities after school. However, according to the activity sheets that were filled out, students spent most of their time watching television when they were free to choose their own activity.

Most of these students felt good about choosing reading when they had free time at school. School provides a different setting, free from the distractions that might be found at home. Students chose to read at school,

but did not make those same choices at home.

The cross-age tutoring provided another way for the fourth graders to use their cooperative learning and reading strategies. Becoming the teachers and reading aloud to younger students gave them positive self-esteem, even for the less confident readers in the group.

The researchers believe that fourth grade students need to have time set aside at home for them to read. A regularly scheduled time, free from other demands, would give them the practice needed and would help establish a habit that could lead to a lifetime of reading for recreational purposes. This plan could be incorporated into a daily homework assignment.

The teacher of the Kindergarten classroom feels that the terminal objective of this action plan was successful. Positive growth in the recreational reading habits of the targeted Kindergarten students was documented from surveys, teacher observations, and anecdotal records.

The cross-age tutoring reinforced the cooperative learning and reading strategies modeled by the teacher. The fourth grade buddies became an important model figure to the Kindergartners. Close bonds were formed between many of the pairs so that phone calls, gifts, and letters were exchanged. Buddies sought each other out at recess, before school, and at

assemblies.

Many of the Kindergartners are emergent readers now and attempt to read along with their buddy. Journals are completed with equal input, and decisions are jointly made with respect for the feelings of their buddy.

The "Kindergarten Buddy" plan has extended far beyond the reading and writing activities that it was initially set up to do. All of the students involved have benefited from the time that they spend with their "Buddies", and bonds of friendship and trust have been formed, some even extending outside of the classroom.

The researchers have found other ways to involve the cross-age tutoring. One way was to help the Kindergartners learn to skate during their unit in gym. Problem solving "Hundreds Day" activities gave the buddies a chance to work on mathematical/logical experiences together. In the spring the fourth grade buddies will be teaching the Kindergartners how to play kick-soccer-baseball. They will also design a kite together, attempt to fly it, and then record their experiences. In conclusion, the researchers believe this is a valuable program and will continue to use it for the remainder of this school year and will implement it again in the fall of 1995.

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Appendices

Appendix A

Fall Parent Cover Letter

WESTERN AVENUE SCHOOL

COMMUNITY UNIT SCHOOL DISTRICT 304

THOMAS A. WATROBKA
Principal

1500 S. WESTERN AVENUE
Geneva, Illinois 60134
(708) 232-8324

Dear Parents,

We are involved in an Action Research Project that is a requirement for our Masters Degree Program from St. Xavier University. From time to time you and your child will be asked to complete brief questionnaires or surveys. The information gathered will be presented anonymously and will not affect your child's grade or academic evaluation in any way.

Thank you for your help and cooperation. If you have questions or concerns, don't hesitate to contact us.

Pat Fordonski

Marline Krug
(232-8324)

I have read the note regarding the use of surveys for teacher research.

Parent Signature _____

Appendix B

Parent Survey

NAME _____ DATE _____

PARENT SURVEY

PLEASE ANSWER EACH QUESTION BY MARKING THE APPROPRIATE BOX AND RETURN IT TO SCHOOL.

THANK YOU.

	ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER
1. MY CHILD LIKES TO READ AT HOME.				
2. MY CHILD LIKES TO READ MORE THAN WATCH T.V.				
3. MY CHILD LIKES TO READ MORE THAN PLAY GAMES.				
4. MY CHILD LIKES TO CHOOSE BOOKS AT THE LIBRARY.				
5. MY CHILD LIKES TO READ DURING SUMMER VACATION.				
6. MY CHILD LIKES TO RECEIVE A BOOK FOR A GIFT.				
7. MY CHILD LIKES TO WRITE STORIES AT HOME.				
8. MY CHILD LIKES TO READ STORIES TO OTHERS.				

MY CHILD USUALLY READS (OR READ TO) ABOUT _____ BOOKS PER MONTH.

Appendix C

Classroom Observation Checklist

NAME _____ DATE _____

CLASSROOM READING OBSERVATION

	ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER
ENJOYS LISTENING TO STORIES.				
PREDICTS OUTCOMES.				
READS WITH UNDERSTANDING.				
DEMONSTRATES A POSITIVE ATTITUDE TOWARD READING.				
READS AT SSR CONSISTENTLY.				
CHOOSES A VARIETY OF BOOKS.				
SELECTS READING DURING FREE TIME.				
MAKES CONNECTIONS BETWEEN PRIOR KNOWLEDGE AND LITERATURE				

Appendix D

Kindergarten Reading Observation

NAME _____ DATE _____

KINDERGARTEN READING OBSERVATION

	ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER
ENJOYS LISTENING TO STORIES.				
PREDICTS OUTCOMES.				
SEQUENCES INFORMATION.				
RETELLS STORIES.				
READS AT SSR CONSISTENTLY.				
CHOOSES A VARIETY OF BOOKS.				
SELECTS READING DURING FREE TIME.				
MAKES CONNECTIONS BETWEEN PRIOR KNOWLEDGE AND LITERATURE				

Appendix E

Reading Attitude Survey

Reading Attitude

Name_____ Date_____

1. Check the following items you could find in your home.

☐ daily newspaper	☐ thesaurus	☐ library books
☐ atlas	☐ dictionary	☐ family library
☐ weekly magazine	☐ monthly magazine	☐ your own personal library
☐ almanac	☐ encyclopedia	☐ other_____

2. Why is it important to read?

_____

_____

3. How and when did you learn to read?

_____

_____

4. How do you become a good reader?

_____

_____

5. Check the types of things you like to read.

☐ myths & legends	☐ biographies	☐ comics
☐ historical fiction	☐ poetry	☐ magazines
☐ nonfiction	☐ mysteries	☐ science fiction/fantasy
☐ realistic fiction	☐ animal fiction	☐ other_____

6. How do you choose the books you read?

_____

_____

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7. How you ever re-read a book?

☐ Yes. Why_____

☐ No _____

8. Do you read at home for fun?

☐ Yes. What do you read_____

☐ No. Why not_____

9. Where do you like to read?

_____

_____

10. List your favorite authors or books.

_____

_____

11. Do you enjoy listening to your teacher read to the entire class?

☐ Yes ☐ No

12. How do you rate yourself as a reader?

low 1 2 3 4 5 6 7 8 9 10 high

13. How do you feel about reading

_____

_____

_____

_____

_____

_____

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Appendix F

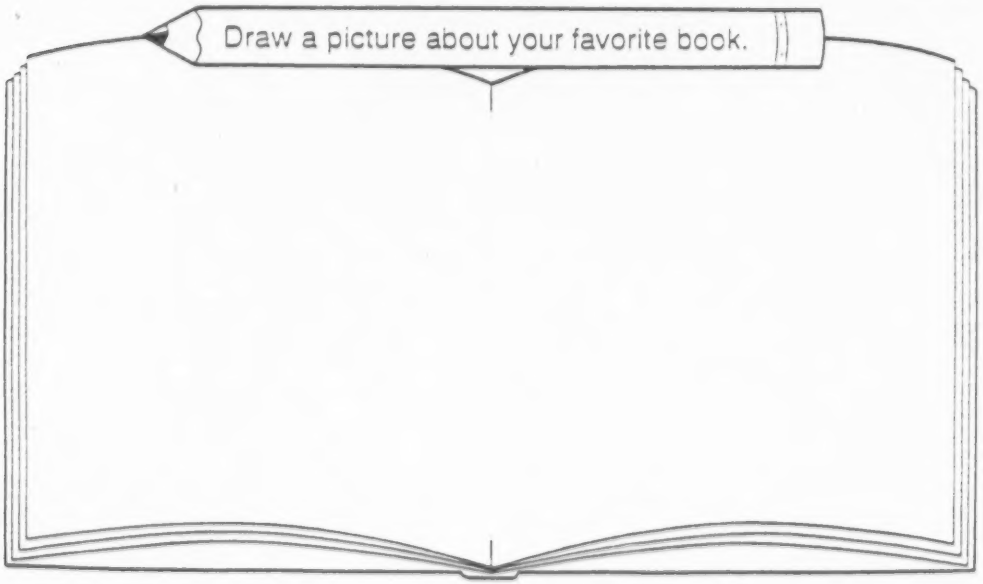
My Reading Survey

My Reading

Name:_____ Date:_____

Circle your answer:

1. I like to read.	YES	NO	MAYBE
2. I like my parents and teacher to read to me.	YES	NO	MAYBE
3. I have a favorite author.	YES	NO	MAYBE
4. I go to the library.	YES	NO	MAYBE
5. I think reading is important.	YES	NO	MAYBE
6. I have books of my own at home.	YES	NO	MAYBE
7. I like to tell others about the books I read.	YES	NO	MAYBE



Appendix G

Student Reading Survey

STUDENT READING SURVEY

Name:_____ Date: _____

1. What is your favorite kind of book? _____
2. Do you have a favorite author? _____
3. Do you have a library card? ____ If yes, how often do you visit the library? _____
4. Do you like it when someone reads to you? ____
5. Does everyone need to learn how to read? ____ Why or why not? _____ _____
6. Does your family own books? _____
7. Do you own books that you keep in your room? _____
8. Would you rather watch TV or read? _____
9. Do you like to tell other people about books that you have read? _____
10. Have you ever reread a book? _____ Why or why not? _____ _____
11. Where is your favorite place to read? _____
12. Do you ever read for fun? _____
13. Besides schoolwork, about how many hours do you read each week? _____
14. How good a reader are you? (Circle one)

    not good okay pretty good great excellent
15. Why did you give yourself this rating? _____ _____

Appendix H

Elementary Reading Attitude Survey

Name _____ Grade _____ Date _____

Elementary Reading Attitude Survey

1. How do you feel when you read a book on a rainy Saturday?

2. How do you feel when you read a book in school during free time?

3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?

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5. How do you feel about spending free time reading?

6. How do you feel about starting a new book?

7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?

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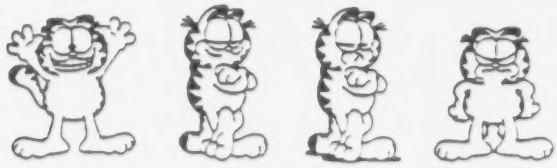
9. How do you feel about going to a bookstore?

10. How do you feel about reading different kinds of books?



Appendix I

Out-of-School Activity Survey

NAME _____ **DATE** _____

Activity	**Minutes per day**
1. Doing chores	
2. Doing homework	
3. Eating	
4. Going out	
5. Listening to music	
6. Playing games	
7. Practicing/lessons	
8. Reading books	
9. Reading comics	
10. Reading mail	
11. Reading newspapers/magazines	
12. Talking on the phone	
13. Watching television	
14. Working on a hobby	

Appendix J

Spring Kindergarten Cover Letter

WESTERN AVENUE SCHOOL

COMMUNITY UNIT SCHOOL DISTRICT 304

THOMAS A. WATROBKA
Principal

1500 S. WESTERN AVENUE
Geneva, Illinois 60134
(708) 232-8324

Dear Parents,

Attached find the final two questionnaires I am asking you to please fill out and return as soon as possible.

The "Parent Survey" is identical to the one you filled out in the fall.

The "My Reading" survey is for you and your child to fill out together about your child. Please circle yes, no, or maybe to each question which your child responds. Then have your child draw a picture of his/her favorite book.

Again thank you for your help.

Pat Fordonski
232-8324

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